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ABSTRACT

This guide is the third publication in a series designed to help school districts in North Carolina implement effective second language programs in the middle grades, building on existing elementary programs and connecting with established secondary school programs. The guide first explains the rationale for including second languages in the middle school curriculum for developmental purposes. It then outlines desired language teacher qualifications, the roles of teachers in and outside the classroom, and describes six appropriate teaching strategies. The section that follows briefly discusses considerations in program planning, including choice of program type (continuation, partial immersion, content enriched, beginning sequential, and exploratory), status as an elective or required subject, languages offered, curriculum content, staffing, materials, scheduling, and program evaluation. A brief bibliography is included. Six sample schedules for six-, seven-, and eight-period days are appended as a guide to scheduling options and to illustrate the range of choices. (MSE)

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Building Bridges

A GUIDE TO SECOND LANGUAGES IN THE MIDDLE GRADES

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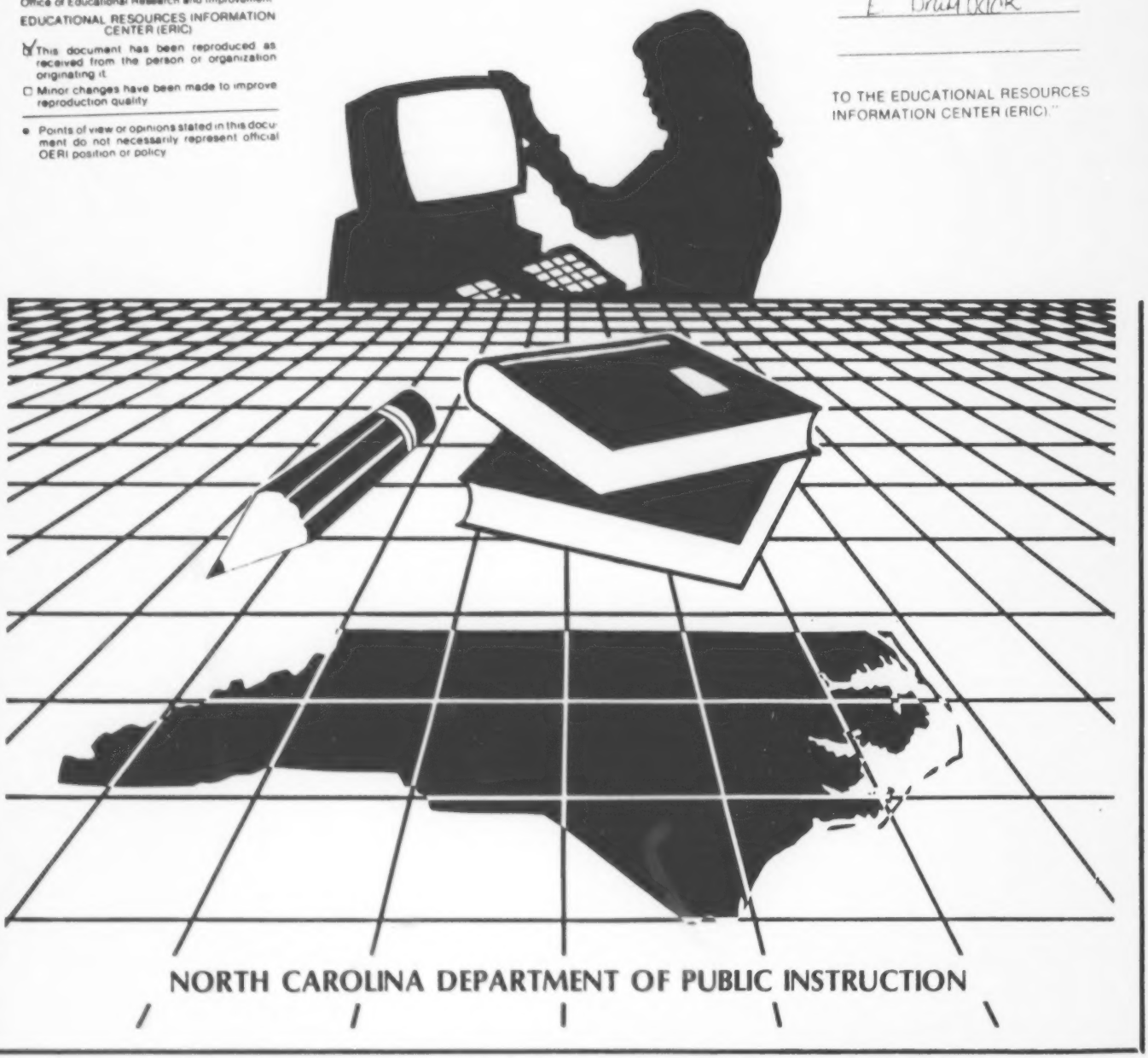


NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

CURRICULUM AND INSTRUCTION SERIES

NUMBER 3

BEST COPY AVAILABLE

Building Bridges

A GUIDE TO SECOND LANGUAGES IN THE MIDDLE GRADES

Division of Curriculum and Instruction
Office of Program Services
North Carolina Department of Public Instruction
Raleigh, North Carolina

Bob Etheridge, State Superintendent

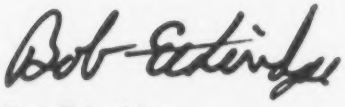
1991

CURRICULUM AND INSTRUCTION SERIES
NUMBER 3

FOREWORD

Building Bridges is the third publication in the Curriculum and Instruction Series which accompanies the North Carolina Standard Course of Study and the Teacher Handbook. It is designed to help local schools implement effective second language programs at the middle grades which build on the elementary programs already in place and which connect with established programs at the secondary level. The Guide describes many options which take into consideration the appropriate learning environment and strategies for the early adolescent and sound instructional practices which lead to the development of language proficiency.

North Carolina is proud of the efforts of our local schools to implement strong elementary second language programs which are now serving as models across the nation. This publication encourages educators to continue these efforts at the middle grades. The opportunity to acquire a second language and to develop an understanding of other cultures will help prepare our young people to meet the challenges of our global society.



Bob Etheridge
State Superintendent of Public Instruction

INTRODUCTION

In 1985, North Carolina became the first state in the nation to embark on the implementation of a K-12 program in second languages. Most local school systems chose to begin the sequence in the primary grades and many achieved success early. At least one foreign language already was being taught in every high school and some efforts were begun to lengthen the available sequence to four years in each language offered.

Although our schools, our teachers, and our students have achieved a great deal in the past six years, our task is not yet complete. In order to provide the opportunity for every child to develop proficiency in a second language, we must now turn our attention to the middle grades. It is the time to build bridges. This guide is designed to show how the study of a second language can assist the early adolescent through these years of transition. It attempts to help local schools offer effective second language instruction for the young adolescent within the middle school framework. It presents rationale for including the study of second languages in the middle school curriculum and describes various models which adapt to middle school scheduling and integrate with other areas in the curriculum. In addition, the guide suggests instructional strategies which promote second language acquisition and cultural understanding and which are developmentally appropriate for the middle school child.

RATIONALE/PHILOSOPHY

In recent years, greater attention has been given to middle grades education. Turning Points, the Report of the Carnegie Council on Adolescent Development, called upon "all sectors that care about youth to form partnerships that will create for young adolescents a time of purposeful exploration and preparation for constructive adulthood."[1] It was followed by Last Best Chance, the Report of the North Carolina Middle Grades Task Force, which made specific recommendations designed "to help 10 to 15 year olds acquire a sense of personal worth and belonging, flexible and inquiring habits of mind, and a capacity to contribute to the well-being of others."[2]

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[1] Turning Points: Preparing American Youth for the 21st Century, (New York: Carnegie Council on Adolescent Development, 1989), p.10.

[2] Last Best Chance, Middle Grade Task Force Report. (Raleigh: North Carolina Department of Public Instruction, 1991), p. 14.

A strong second language program can play an important role in helping today's adolescent become the ideal fifteen year old described in Turning Points:

1. An intellectually reflective person who "will be able to appreciate and absorb the perspectives of cultures (and languages) different from his/her own."

2. A person en route to a lifetime of meaningful work who had "pursued a course of study and developed cognitively in a manner that maintains all career options."

3. A good citizen with "an appreciation of both the western and non-western worlds."

4. A caring and ethical individual who will develop an "appreciation of individual differences and caring about others."

5. A healthy person who will be "at least very good at something, because success is critical to a positive self-image."[3]

The second language program is a language skills developmental program which relates to the experiences that young adolescents have, as well as to concepts they are learning across the curriculum. When appropriately designed, it should focus first on the emotional needs of early adolescents and should relate to their attitudes, level of maturity, and wide range of interests. It should help these young people develop a positive view of themselves through success-oriented activities. The program should be structured so that students at this level are actively involved in using the language in meaningful educational experiences while incorporating skills and knowledge they already have and providing opportunities for developing additional skills.

THE SECOND LANGUAGE TEACHER IN THE MIDDLE SCHOOL

QUALIFICATIONS: The teacher is the essential ingredient in a successful middle school second language program. He/she should have the following qualifications/competencies:

[3] Turning Points, pp. 15-17.

1. A high level of proficiency in the language taught in order to be a strong language role model for students and be able to help those students achieve high levels of proficiency;

2. A good understanding of the culture of the countries where the language is spoken and knowledge of materials which are culturally authentic and developmentally appropriate;

3. Knowledge of the social, emotional, physical, and intellectual development of early adolescence, including second language acquisition;

4. The ability to integrate curriculum and provide instruction in various content areas in the target language;

5. Willingness to work effectively with other teachers;

6. Commitment to professional development in language, curriculum, methodology, and evaluation;

7. An understanding of the middle school philosophy, goals, curriculum and the young adolescent, as well as an understanding of the entire K-12 sequence in second languages as described in the North Carolina Standard Course of Study; And

8. The ability to teach auxiliary skills essential to learning such as how to study, how to work with others, how to take responsibility for one's learning, how to regard the world around us, and why we think and act as we do as well as why others may think and react quite differently.[4]

WORKING IN THE MIDDLE SCHOOL FRAMEWORK: As young adolescents approach the middle school years, their view of the world starts changing. The feeling of safety provided by the family and community is replaced by a feeling of uneasiness for the world surrounding them. Therefore, it is vital that second language

[4] Freeman, Lucille, "Working with the Early Adolescent Student." Churros v Chocolate, Primera Parte, eds. P. Griffith, S. Griggs, E. Neale-Silva and R. Nicholas (Chicago, Illinois: Scott, Foresman and Company, 1986), pp t10.

teachers provide a safe, non-threatening, and stable environment filled with experiences that ensure success. Certain aspects of the middle school setting are designed to help students through these years of transition and it is important for second language teachers to be familiar with them and to understand their relationship to the second language program.

1. **Advisor/Advisee:** The role of the second language teacher is not limited to the classroom. As a middle school professional, a second language teacher must be a caring teacher-advisor who is able to deal with the total lives of his/her advisees and who can provide them with a sense of belonging. Teachers at this level need to help young people understand themselves. Advisors not only provide direct benefits to their advisees but also serve as resources for other teachers to consult when they have students who are experiencing difficulties.

2. **Interdisciplinary Teams:** Turning Points and Last Best Chance state that successful middle school programs create small communities of learning inside the larger school. A second language teacher should be open to the need for working as a member of a team rather than as an isolated expert. Interdisciplinary teaming increases the urgency of integrating the curriculum and helps the student realize that the skills and knowledge learned in one class are valuable in another. For second language teachers to do their very best work in teams, they must have adequate time to plan with the team. When incorporation within a team is not feasible, the second language teacher should develop close communication with the team members to ensure that the second language class offer reinforcement of skills and knowledge in the other areas of the curriculum.

3. **Elective/Exploratory Offerings:** The purpose of second language study as described in the North Carolina Standard Course of Study is the development of proficiency— the ability to communicate directly and effectively with people from other cultures. Proficiency can only be attained through a long, unbroken sequence of instruction.

   At the middle school level, local schools have the option of requiring or making elective second language study. In either case, however, the program should be designed to enable a student to progress toward

communicative proficiency. In addition, when planning a program, it is imperative to take into account the amount of time pupils have spent learning the language at the elementary level and to allow them to continue developing those language skills.

Traditionally, in the middle school, second languages have been included as an exploratory course and often are part of the exploratory wheel. However, students who have begun second language study in the elementary grades have already "explored" another language and need the opportunity to continue to develop their language skills in a sequential program. An exploratory course in a language may only be considered for students who have not previously studied that language and should always lead into a sequential second language program.

Nevertheless, the exploratory behavior which is so characteristic of young adolescence should not be ignored in the second language class. The teacher, by adopting the role of facilitator, can foster exploration and inquiry within the classroom by stimulating the students and allowing them to participate actively in discovering and creating solutions.

TEACHING METHODS AND STRATEGIES

1. **Cooperative/group/pair learning:** As young adolescents reach the middle grades years, they begin to think that the world is focused on them and their appearance. This phenomenon is often referred to as the "imaginary audience." Being so unsure of themselves, they rely more and more on their peers for support and security. These social changes offer a great opportunity for work in groups because young adolescents love to talk and work with their peers. Teachers are wise to limit individual oral recitation in front of the class to volunteers and to emphasize pair/group/team work. It involves all students in listening and speaking, it multiplies the opportunities to use the language, and it shields shy students from the embarrassment of speaking in front of the class by providing a safe, informal, and comfortable atmosphere. Peer work also helps promote socialization skills, positive interdependence, and tolerance and addresses an important emotional need.

2. **Physical activities:** During the middle grades years, young adolescents grow at different rates. The physical changes taking place in their bodies may make it difficult for them to sit still for extended periods of time. The proverbial "growing pains" may be real to many of them. For that reason, they will find opportunities to move around if no outlets are provided in the class. The second language teacher should involve the students physically through total physical response activities, role-play, skits, learning centers, projects, and games.

3. **Varied activities:** The attention span of middle schoolers may vary greatly as they undergo physical, social, emotional, and intellectual changes. Periods of high energy may be followed by long periods of inaction. Planning varied and purposeful activities which take into account these changes will help promote intellectual growth. The second language teacher should be prepared to be flexible and ready to change the pace of the class when necessary.

4. **Concrete activities:** Intellectually, the majority of early adolescents are still concrete learners. Grammar and its numerous abstract concepts may be difficult for some. Last Best Chance suggests that active learning and hands-on approaches should become an integral part of the middle level classroom. Visuals, props, realia, and concrete objects to be touched, felt, and smelled will help facilitate comprehension and communication and will actively engage the students in multi-sensory activities.

5. **Meaningful learning:** Students at the middle grades are oriented to the present and may not realize or care about the long term benefits of learning a second language. The prospect of going to college and/or getting a job is too far removed. They expect the study of a second language to serve an immediate need. Teachers must help them see the relevance of the language to their own lives by providing meaningful opportunities to engage them verbally in life-situations.

   In addition, young adolescents often experience difficulty with assignments given far in advance and with open-ended projects. Well-defined tasks will prevent them from feeling overwhelmed.

6. **Learning styles:** By the middle grades, preferred learning styles have already emerged. Young adolescents are learning in different

ways: some are visual learners, others auditory learners, but most learn best through a combination of styles. The second language teachers should be aware of all the learning styles in order to ensure that a variety of teaching strategies appropriate to the developmental needs of young adolescents address the different learning preferences.

PLANNING THE PROGRAM

The Second Language Program must always be concerned first with the young adolescent. In addition, it must be considered in the context of the middle school philosophy, organization, goals, and curriculum. In addition, when planning the program, the following factors should be addressed:

TYPES OF PROGRAMS

1. **Continuation Programs:** A Continuation Program is one which builds on the language skills previously acquired by the student in school, through travel and residence abroad, or family background. To be effective, the program must provide students with sequential instruction throughout the year to ensure continued development of listening, speaking, reading, and writing. In addition, culture plays an intrinsic role in the program and seeks to promote an understanding of the everyday life and values of people in the target culture. Students progress best through daily instruction during the entire school year. When this is not possible, every effort should be made to provide instruction at least on alternate days. Language study which is offered for only nine weeks, twelve weeks, or a semester results in a loss of language proficiency.

2. **Partial-Immersion Programs:** A Partial-Immersion Program is one in which instruction for at least one-half day is conducted in the second languages. Students develop proficiency in that language while at the same time they study other content areas. This program model is appropriate for students who have participated in immersion, partial-immersion, or FLES programs at the elementary grades. Typically, at the middle school, students have a period of second language study as well as two periods of content (math, science, and/or social studies) taught in that second language. Students receive the remainder of their content instruction in English.

3. **Content-Enriched Programs:** The incorporation of content from other areas of the curriculum is appropriate for the middle grades and has been shown to promote a wider range of student experience in the second language and to enhance student learning in other content areas. In content-integrated programs, students develop second language skills, while supplementing their study of math, science, social studies or another subject area. In content-based instruction, students study one or more content areas only in the second language, while developing their language skills. By combining second language with another subject area, the teacher broadens the scope of language skills required and greatly increasesthe range of materials and strategies which may be used to teach the language. Student motivation and interest often increase when the student is able to see how a variety of human experience falls within the range of second language study.

4. **Beginning Sequential Programs:** Middle school is an appropriate place to begin the study of a second language when students have had no previous experience with a language. Moreover, some students may choose to begin studying a new language at the middle grades. The most effective beginning programs are those which focus on proficiency. As in elementary programs, students should first develop listening and speaking skills, followed by reading and writing. Grammar should be included only on an informal basis when the need arises. Culture should center primarily on everyday customs and values. For beginning programs to be successful, instruction must be frequent, preferably every day, throughout the school year. Moreover, when students begin second language study, they must be provided the opportunity to continue that study in all subsequent grades.

5. **Exploratory Programs:** Exploratory Programs are designed to introduce students to the study of one or more languages and cultures. They have often been incorporated at the middle grades as part of the exploratory wheel. Their purpose is to expose students to second language learning to kindle their interest and motivate them to study another language when a sequential program becomes available. Exploratory Programs, however, frustrate students who have studied a second language in the elementary schools and have already developed language skills. Even when they involve languages other than the one previously studied, they do not meet student expectations for language learning. Where exploratory programs still exist, it is important that

they be followed by sequential programs. Otherwise, students will not experience any long term benefits from this exposure.

ELECTIVE VS. REQUIRED: In North Carolina, local school systems may require second language study at the middle grades but should make the study of a second language available to everyone. All students, including those with mental handicaps and learning disabilities, can experience success in learning another language and studies have shown that there is a high correlation between learning another language and improved communication skills in the first language. If second language study is voluntary in the middle schools, it is important that students and their parents choose and that no students be arbitrarily excluded.

LANGUAGES OFFERED: The selection of which language or languages to include in the middle school program is made by the local school systems. However, consideration should be given to the following factors:

1. If an elementary program exists, then continuing sequences of each language offered in the elementary program should be made available at the middle school. If an elementary program is not yet in place, then attention should be given to the existing high school second language offerings.

2. Whether or not additional languages can be offered depends on the availability of qualified teachers, opportunities for training, community needs and interests, availability of materials, and the potential for continuing study of the languages at the secondary level. These factors should also be considered when no elementary second language program exists.

CURRICULUM: The North Carolina Teacher Handbook For Second Languages K-12 should be the basis for all curriculum development at the middle grades. It outlines what students should be able to do at specific benchmarks which correspond to defined levels of language ability. In addition, local districts may choose to develop specific curriculum guides for individual languages. The middle school curriculum guide should be developed by a team of persons who are familiar with the principles of language acquisition, communicative language teaching and testing, curriculum development, early adolescent development, and the middle school curriculum and philosophy. The team should make certain that the guide addresses sequential language skills development, integration of content area objectives and concepts, activities that foster higher order thinking skills development, pupil assessment, and pro-

gram evaluation. Once the curriculum is written, it must be field-tested and, based on student/teacher reaction, revised when needed.

STAFFING: When staffing the middle school program, the following factors should be considered:

1. **Number of Teachers:** Decisions about the number of teachers needed to carry out the middle school program of Second Language Studies should be based on the number of schools in the district, the number of groups of students to be served, the number of teachers needed to begin new programs and/or expand existing ones, and the number of teacher positions allocated to the local unit. In addition to state and locally funded positions, schools may wish to look for federal and foundation grants for new and innovative programs that favor funding for foreign languages.

2. **Teacher Schedules:** In addition to teaching time, the schedule for second language teachers needs to include time for lesson planning, program and curriculum development, materials review and development, and on-going training. In addition, it should include opportunity to plan with teachers in other content areas. Adequate travel time must also be included for itinerant teachers.

3. **Teacher Training:** On-going staff development opportunities need to be provided for second language teachers in the following areas: oral language skills development, early adolescent psychology, methods, the middle school, curriculum integration, pupil assessment and program evaluation, curriculum and materials development, and articulation with elementary and secondary second language programs. Teachers should have the opportunity to join professional associations and to attend local, state, and national conferences, workshops, and institutes. Because second language teachers are often few in number within a school or school system, few opportunities are available locally for subject-specific training. Therefore, it is especially important that these teachers be allowed to attend the annual conference of the Foreign Language Association of North Carolina and state and regional workshops in foreign languages and English as a Second Language. In addition, these teachers need the opportunity to visit other second languageprograms at the elementary, middle, and

high school levels and form networks with other second language teachers.

MATERIALS: After thorough study of the middle school philosophy has been made, close inspection of all areas of the curriculum has been completed, and an understanding of the fit between the goals of the middle school and those of the second language program has been reached, consideration should be given to the purchase and development of materials. Especially in the first years of language study, oral skills are emphasized. Students then begin reading and writing what they already can say. Teachers in the early years must rely heavily on concrete materials, manipulatives, visuals, and realia.

Textbooks must be examined for their appropriateness at the middle school level. Some will be useful in continuation programs but of little use in beginning programs. Teachers may also wish to purchase supplementary fictional and non-fictional books in the target language for classroom and library use.

SCHEDULING: When scheduling second languages at the middle grades, several factors should be considered:

1. Frequency of instruction is directly related to the development of language proficiency. Daily instruction is preferable; instruction on alternate days is the minimum necessary for students to show evidence of progress. In addition, instruction should occur throughout the school year. Instruction which occurs only in a nine-week or twelve-week segment does not help students to attain communicative proficiency.

2. There are no standard middle school schedules. Therefore, second languages must be integrated into the individual schedule of the particular middle school.. A series of sample schedules appears at the end of this guide. They illustrate the following possibilities:

   A. The second language teacher becomes part of the team in a specific block (e.g., Communication Skills—Social Studies). The three teachers work together in identifying specific objectives which will be addressed by the second language teacher. When all students in the block do not take a second language, the other teachers will have to address the same

curricular objectives with those students in English.

B. Second languages becomes an elective which is paired with other electives in the middle school curriculum.

C. Second languages is paired with an exploratory wheel but is not part of the wheel. The second language teacher will integrate various aspects of the exploratory wheel into the second language class.

D. Second languages is part of an international studies period. Students continue in a language begun in elementary school, begin the study of a new language, or take an integrated international cultures course.

PROGRAM EVALUATION: There are several ways to look at a program's effectiveness. It needs to be evaluated in terms of pupil performance outcomes, which relate directly to attainable and measurable objectives. The assessments should test all skills in ways that are appropriate for the age of the students and which reflect how the students were taught. In addition, instructional time and opportunities for professional growth for teachers should be considered. Administrative and funding support should also be examined. Finally, parents and students need to be surveyed for their reactions to the program to determine their attitudes toward other cultures and languages and toward the progress that is being made toward the development of second language proficiency.

A successful second language program is one which:

1. is well-integrated into the whole curriculum;

2. has a central organizing authority (director, supervisor, coordinator);

3. has strong administrative support (scheduling, staffing, training, materials, equipment, facilities);

4. has a long sequence of study which is well-articulated with the sequence that precedes and/or follows it;

5. has strategies and program variety to accommodate the broad spectrum of student experiences and abilities;

6. has high incidence of target language use;

7. makes effective use of community resources and has established strong public relations;

8. has a competent and dynamic staff;

9. provides for on-going and intensive staff development;

10. conducts on-going evaluation of program, curriculum, instruction, and pupil performance;

11. provides for study and travel abroad or enrollment in summer language institutes; And

12. has sound program management. [5]

BUILDING BRIDGES

The Middle Schools Program is the important bridge in the K-12 second language sequence. Therefore, planning and developing the middle grades curriculum must be a joint venture by elementary, middle, and secondary second language teachers.

Because the K-12 sequence has been implemented in phases, where middle schools second languages program exist, they may be beginning or exploratory. As students arrive at the middle school, many of these programs will need to be converted to Continuation Programs. Elementary and middle grades teachers will need to work together to ensure that students make a smooth transition.

The second language program at the high school needs to build on the proficiency students have acquired at the middle grades. Curriculum and an "end-of-middle

[5] William D. Sims and Sandra B. Hammond, Award-Winning Foreign Lan guage Programs: Prescriptions for Success, (Skokie, Illinois: National Textbook Company, 1981).

grades" proficiency assessment will assist high school teachers in assigning students to appropriate classes. It is important to provide high school students the opportunity to build on the skills they have, not force them to begin again by assigning them to a beginning course.

A strong bridge can only be built with second language teachers and teachers from other curricular areas working together to articulate a program across all grades K-12. At a time when curricula are evolving, commercial resources are frequently inappropriate, schedules are tight, and money is in short supply, the resource represented by well-informed, mutually-supportive teachers working together is more important than it has ever been. Giving teachers the time and the encouragement to exchange ideas and create a well-articulated program is essential to success.

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SAMPLE SCHEDULES

KEY OF ACRONYMS AND ABBREVIATIONS

A	Arts
CS	Communication Skills
Elec.	Electives
Expl.	Exploratory Wheel
HL	Healthful Living
HL	Healthful Living
Int'l Studies	International Studies
M	Math
SCI	Science
SL	Second Languages
SS	Social Studies
Voc. Ed.	Vocational Education

These are only some scheduling suggestions for middle school. Many other schedule variations exist.

6 Period Day

PERIOD	M	T	W	R	F
1 2	(135) SS CS SL	SS CS	SS CS SL	SS CS	SS CS SL
3 4	(105) SCI M	SCI M	SCI M	SCI M	SCI M
5	A/HL	A/HL	A/HL	A/HL	A/HL
6	Expl	Expl	Expl	Expl	Expl

- Periods 5 - 6 are 47 minutes each. Total 334 minutes daily.
- When SL is part of a block CS, SS, and SL teachers should work together to identify skills which can be addressed in the SL by the SL teacher.
- If all students in the block are not taking a SL, those students will receive instruction related to the identified skills in English while SL students receive instruction in the target language.
- A/HL can be offered on alternate days (A/B days) or on alternate semesters.

6 Period Day

PERIOD	M	T	W	R	F
1	CS	CS	CS	CS	CS
2	SCI	SCI	SCI	SCI	SCI
3	M	M	M	M	M
4	SS	SS	SS	SS	SS
5	A/ Voc. Ed	A/ Voc. Ed.	A/ Voc. Ed.	A/ Voc. Ed.	A/ Voc. Ed.
6	SL/ Elec.	HL	SL/ Elec.	HL	SL/ Elec.

- Each period is 55 minutes = 330 minutes.
- SL or Elec. three times a week, or on alternate days.
- A (1st Semester) Voc. Ed. (2nd Semester) or A/Voc. Ed. on alternate days.

6 Period Day

PERIOD	M	T	W	R	F
1 2	CS SS	CS SS	CS SS	CS SS	CS SS
3 4	M SCI	M SCI	M SCI	M SCI	M SCI
5	HL/A	HL/A	HL/A	HL/A	HL/A
6	Expl/ SL	Expl/ SL	Expl/ SL	Expl/ SL	Expl/ SL

- Each period is 55 minutes = 330 minutes.
- HL and A are on alternate days (A/B days) or alternate semesters.
- Students can choose the Exploratory Wheel in English or a SL option incorporating contents from the Exploratory Wheel.

7 Period Day

PERIOD	M	T	W	R	F
1 2	SS CS	SS CS	SS CS	SS CS	SS CS
3 4	SCI M	SCI M	SCI M	SCI M	SCI M
5	HL	HL	HL	HL	HL
6	SL Elec. #1	Elec.#2	SL Elec. #1	Elec. #2	SL Elec. #1
7	A	A	A	A	A

- Each period is 47 minutes = 329 minutes
- Students choose SL or an elective on alternate days (A/B days).

7 Period Day

PERIOD	M	T	W	R	F
1 2	CS SS	CS SS	CS SS	CS SS	CS SS
3 4	SCI M	SCI M	SCI M	SCI M	SCI M
5	HL	HL	HL	HL	HL
6	Expl	Expl	Expl	Expl	Expl
7	SL A Voc.Ed	A	SL A Voc.Ed	A	SL A Voc.Ed

- Each period is 47 minutes = 329 minutes
- Exploratory courses are on the 9 week wheel.
- Students select SL or A, or Voc. Ed.

8 Period Day

PERIOD	M	T	W	R	F
1 2	CS SS	CS SS	CS SS	CS SS	CS SS
3 4 5	M SCI SL	M SCI SL	M SCI SL	M SCI SL	M SCI SL
6	A	A	A	A	A
7	Elec. #1, #2	Elec. #1, #2	Elec. #1, #2	Elec. #1, #2	Elec. #1, #2
8	HL	HL	HL	HL	HL

- Each period is 41 minutes = 328 minutes
- Elective #1 /#2, can be offered on alternate days (A/B days) or on alternate semesters.
- When SL is part of a block M, SCI and SL teachers should work together to identify skills which can be addressed in the SL by the SL teacher.
- If all students in the block are not taking a SL, those students will receive instruction related to the identified skills in English while SL students receive instruction in the target language.